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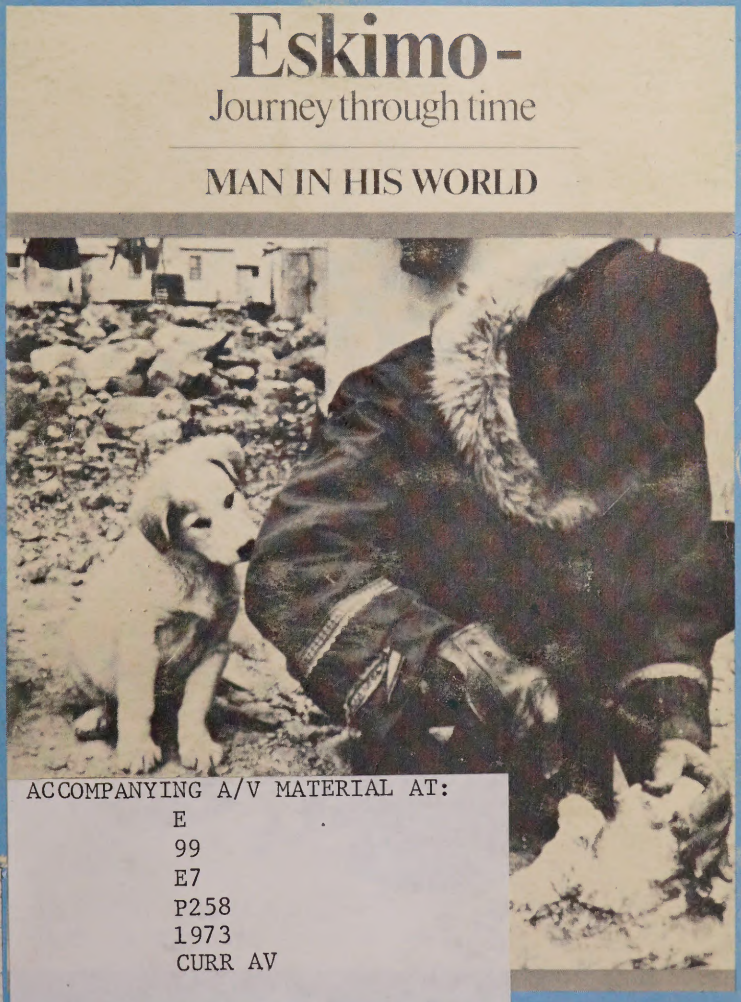
Teachers' Guide

Eskimo – Journey through time



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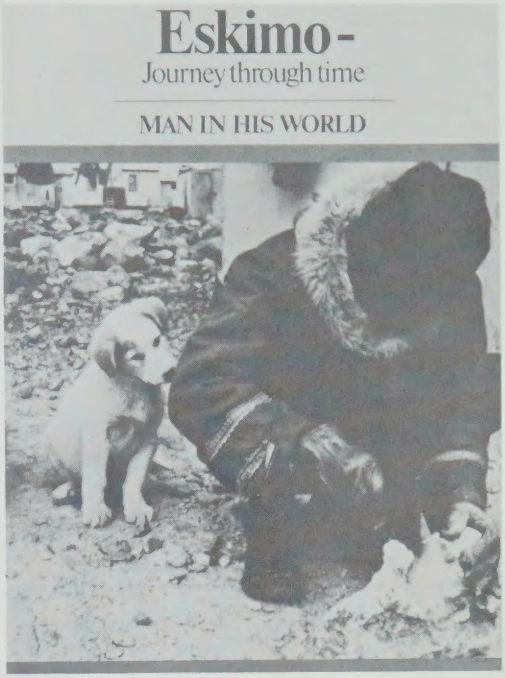

Teachers' Guide

Fitzhenry & Whiteside Limited

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OBJECTIVES

Behind the *Man In His World* series is the conviction that opportunity must be provided for students to learn and apply skills, to unearth broad understandings, and to engage in interesting, meaningful research. The acquisition of factual material that aids in achieving these objectives is desirable. With *Eskimo – Journey Through Time,* students can appreciate

1. the nature of an Arctic climate (or cold desert)
2. the ways in which plants and animals adapt to a cold environment
3. how the Eskimo's dependency on nature has been the key to his survival in the past and how, to some extent, it still is
4. the transition from a nomadic to a settled existence and its effect on the Eskimo culture
5. the influence and interference of modern technology on the Eskimo way of life
6. the problems of assimilating the Eskimo way of life into western culture
7. the value of the Eskimo heritage and the current efforts of the Canadian government and people to preserve it
8. the effects of developing natural resources on the ecology of the north.

To promote this discovery, the teacher first arouses the child's interest. His function is basically that of a guide or catalyst, to encourage the child to think for himself, to experiment, examine materials critically, draw conclusions and formulate hypotheses. This can be done in either group or individual situations. The book therefore emphasizes the method of learning.

USE OF MATERIALS

Page 59
(Example)

Things To Do

Make your own prints for special occasions.

Page 49

Did You Know

English is the only language taught in the Eskimo schools.

The informative *Did You Know*? and suggestive *Things To Do* sections are scattered throughout the text, enabling students to creatively explore topics of individual interest leading out of topics introduced in the book. A bulletin board can be set up by the children to display their activities and research connected with the subject. These personal activities and notes will often be quite meaningful to the other members of the class and will increase cooperative efforts between individuals and groups.

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I CHAPTER ONE (Pages 3 - 17)

Chapter One introduces the Arctic environment in which Naullaq and his family live. Each chapter in the book attempts to draw a comparison between the life of the modern Eskimo family and the past life of the "nomadic" Eskimo. The latter is described through stories of Naullaq's grandparents.

The book is unified, not by a continuous story line, but by a series of pictures, letters, poems and stories that relate the actual experiences of Naullaq's family. Children are likely to ask questions such as those following as their study of the Eskimo progresses. They should be encouraged to make their own conclusions.

1. How did the Eskimo survive in the past?
2. How has the life style of the Eskimo changed?
3. Why has it changed?
4. What problems and benefits have resulted?
5. What is the future of the Eskimo?

CONCEPTS TO BE DEVELOPED

1. physical appearance of Sugluk
2. effect of seasonal changes in a cold climate on
   a) travel to and from Sugluk (problems created by the isolation of the Arctic)
   b) growth and survival of plant life
   c) establishment of a community (construction of permanent homes)

ADDITIONAL ACTIVITY SUGGESTIONS

A. For study of the community of Sugluk beyond that suggested in the book, individuals could work on the following problem.

> What changes would you make in the buildings or services available to the people of Sugluk? Give reasons for these changes.

Individual pupils will attack this problem by considering their own community needs. At the same time, they must reason for themselves the feasibility of any changes. This type of activity can be used for evaluation purposes.

The following problem is suitable for group or individual activity.

> What can we learn about the way of life of a group of people by examining their garbage? What in particular can this tell us about the Eskimo way of life?

B. A meaningful way of involving students in locating Sugluk and of presenting the problems of Arctic travel is to plan a trip together. Have groups of students form a series of hypotheses on how they would travel to this Arctic region, and on what special equipment they might need. All opinions should be accepted, since the children are drawing upon their imagination and their own experiences in travel.

Have the children then research the actual routes possible, with a group responsible for each different aspect of the trip. For example:

1. **possible air routes** Pupils can contact local travel agencies and airlines. The Austin Airline Schedule (page 7) will also prove helpful.
2. **possible sea routes** Pupils can contact shipping companies. If possible, a visit from or to the local port authority would be worthwhile.
3. **season** The time chosen for travel relates to the type of equipment and clothing needed and the accessibility of the Arctic to travellers. Students can use this opportunity to draw a comparative chart on the advantages and disadvantages of travelling in various seasons.
4. **time and cost** Students can discover the varying lengths of time and expenses involved in each method of travel.

The groups present their findings following several research periods. All information and ideas should be presented and discussed, although groups might wish to draw certain conclusions from their research as part of their presentation. For reporting back to the class, groups should be encouraged to use a variety of materials, for example, maps, charts, graphs and pictures.

At this point the children organize and evaluate the facts they have gathered. They re-examine and discuss their original hypotheses and, with the additional knowledge, are now prepared to make a final decision on the planning of the trip. Each child may have a different opinion according to his needs and interests. He

should be invited to justify his opinion. The children should be allowed to discuss and question their decisions. As a final step in this activity, the teacher might have students suggest the best travel arrangements for the class as a whole, keeping in mind the following factors.

method of travel
time
cost

The factual knowledge involved in planning a trip of this kind is only a vehicle toward a broader learning process. The development of skills related to research, organization and evaluation of materials, and to the reasoning process is of prime importance. If the child has developed these skills and increased his ability to communicate, the activity has been successful.

II CHAPTER TWO (Pages 18 - 25)

CONCEPTS TO BE DEVELOPED

1. results of cooperation between the Eskimos (increased power to purchase imported goods, organized production and sale of Eskimo handicrafts)
2. effect of the natural resources of the Arctic and the availability of imported goods on the food, clothing and equipment used by the Eskimo
3. effect of modern technology on the life style of the Eskimo

ADDITIONAL ACTIVITY SUGGESTIONS

When discussing the introduction of modern conveniences to the Eskimo, it is interesting to point out that the cost of such equipment is of prime importance to the people. By contacting the Head Office of the Hudson's Bay Company in Winnipeg, Manitoba, children can compare the costs of various items in Sugluk with those in their own communities. This may lead to such questions as "Why the difference in prices?", "What effect has this difference on the economy of Sugluk?" or "Does this present the Eskimo with a convenience or a handicap?"

III CHAPTER THREE (Pages 26 - 45)

CONCEPTS TO BE DEVELOPED

1. migratory habits of animals
2. dependence of the Eskimo on hunting animals as part of his survival
3. effect of modern machinery and equipment on the hunting methods used by the Eskimo

ADDITIONAL ACTIVITY SUGGESTIONS

A. A study of the migratory habits of birds and animals present in the local community will prove worthwhile preparation for a study of the migratory path of the caribou.

B. Students can develop their English usage skills by organizing and writing 'radio plays" that illustrate the action and excitement of the caribou or seal hunt. In groups, they can first decide upon the topic and general plot of their stories. Characters and incidents can then be added and developed. After much discussion and writing, the children can record their plays on tape. They will probably be eager to include sound effects.

The exercise will provide both a good example of cooperative effort among the performers and an enjoyable experience for the remainder of the class listening to the tapes.

C. Poetry can also play a major part in the study of the Eskimo. Reading Eskimo poetry can be rewarding in itself and may lead to a deeper involvement on the part of the children. They could try writing their own poems to illustrate various aspects of Eskimo life.

IV CHAPTER FOUR (Pages 46 - 51)

CONCEPTS TO BE DEVELOPED

1. health and educational facilities available to the Eskimo
2. dependence of the Eskimo on the communities of southern Canada for teachers and additional health facilities
3. effect of greater educational and training facilities on the future of Eskimo children

ADDITIONAL ACTIVITY SUGGESTIONS

A. Arrange a visit to the classroom by a representative of the local Health Department who will describe the facilities and services offered locally. This can provide an opportunity for comparison with Sugluk.

B. Contact the Canadian Government, Ottawa, Department of Northern Affairs for free copies of the paper, *The Northern Messenger.* These papers will provide the children with a first-hand account of life in the Arctic regions.

V CHAPTERS FIVE AND SIX (Pages 52 - 63)

CONCEPTS TO BE DEVELOPED

1. role of the early missionaries in the development of northern communities
2. unique culture of the Eskimo, efforts of the people and Government to preserve this culture.

ADDITIONAL ACTIVITY SUGGESTIONS

A. To complete the study of the Eskimo, the children might help to plan an "Eskimo Day". All activities can revolve around the Eskimo theme. For example

1. Art Activities – soap carving, making Eskimo prints (see page 58)
2. Game Activities – groups competing against each other in Eskimo games (see page 55)
3. Writing Activities – children using their imagination to invent stories and relate legends of the north.

MAN IN HIS WORLD: James Forrester, Co-ordinating Editor

Teacher's Guide: *Eskimo – Journey Through Time*

Authors: Allan C. Bennett
William E. Flannigan
Marilyn P. Hladun

Editor: Robert Read

RELATED AUDIO-VISUAL MATERIALS

Art

Aki-name 22 min 16mm col National Film Board of Canada (NFB)
Up North 10 min 16mm b & w Screen Magazine

Environment

The Accessible Arctic 23 min 16mm col NFB
The Catch 17 min 16mm, 35mm col NFB
Eskimo Seal Hunt 4 min super-8 Filmloop col NFB
The Face of the High Arctic 12 min 16mm col NFB
Hunters of the North Pole 16 min 16mm, 35mm b & w NFB
North 14 min 16mm, 35mm col NFB

Exploration

Arctic Circle Series of 4 films 27 min 16mm b & w NFB
- *The Early Journeys of Vilhjalmur Stefansson*
- *The Later Journeys of Vilhjalmur Stefansson*
- *Henry Larsen's Northwest Passages*
- *Memories and Predictions*

Henry Larsen 16 min 16mm b & w NFB
Islands of the Frozen Sea 30 min 16mm b & w NFB
The Manhattan Odyssey 7 min 16mm, 35mm col NFB
Men Against the Ice 24 min 16mm b & w NFB
Northwest Passage 27 min 16mm col NFB

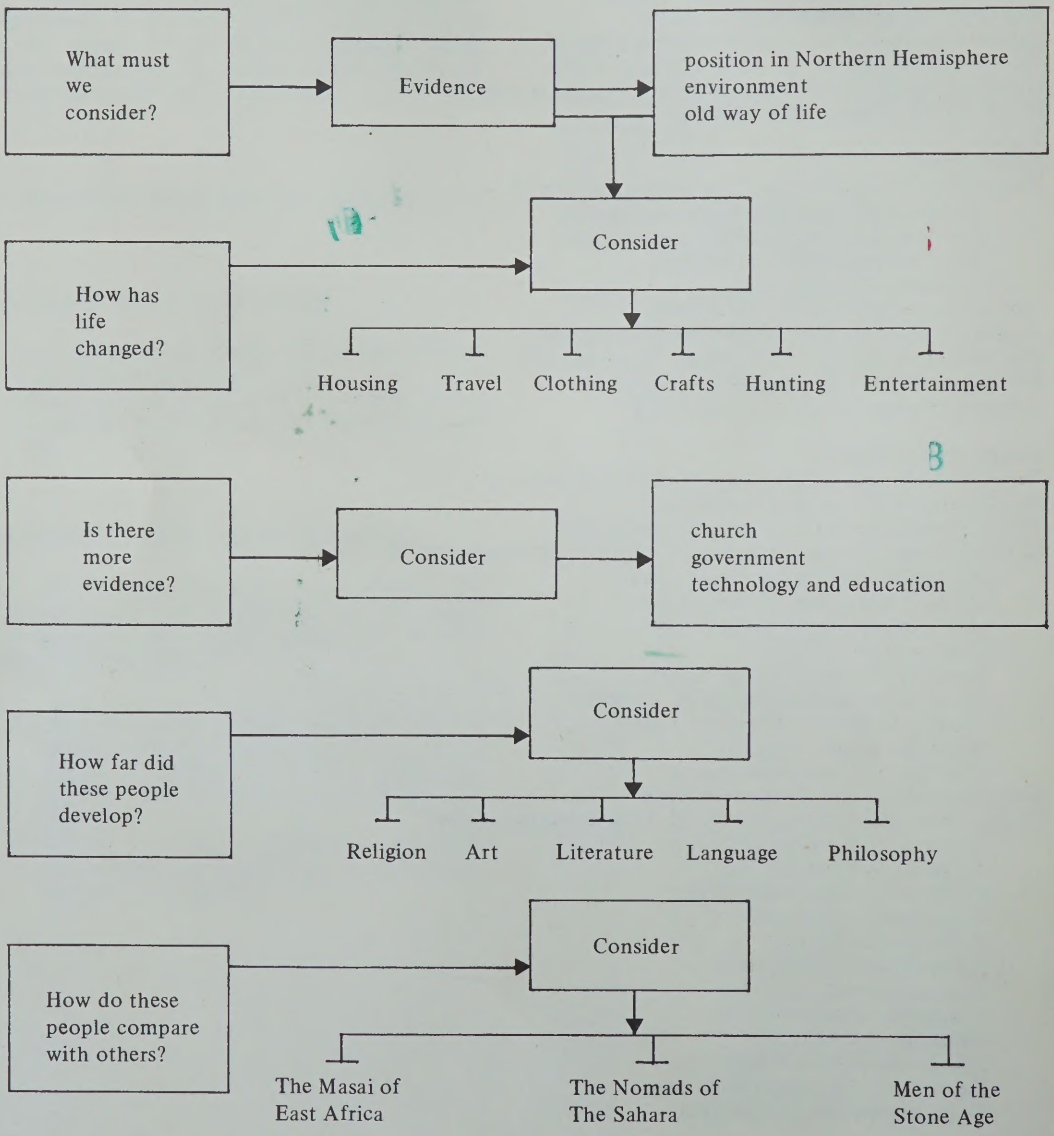
Family and Community

Angotee: Story of an Eskimo Boy 31 min 16mm col NFB
Arctic Outpost 20 min 16mm col NFB
The Eskimo: Fight for Life 51 min 16mm col NFB
Netsilik Eskimos Series of 9 films in 21 30 min parts 16mm col NFB
- *At the Caribou Crossing Place* 2 parts
- *At the Autumn River Camp* 2 parts
- *At the Winter Sea Ice Camp* 4 parts
- *Jigging for Lake Trout*
- *At the Spring Sea Ice Camp* 3 parts
- *Group Hunting on the Spring Ice* 3 parts
- *Stalking Seal on the Spring Ice* 2 parts
- *Building a Kayak* 2 parts
- *Fishing at the Stone Weir* 2 parts

Northern Dialogue 13 min 16mm col NFB
The Stories of Tuktu Series of 13 films 15 min 16mm col NFB
- *Tuktu and His Animal Friends*
- *Tuktu and His Eskimo Dogs*
- *Tuktu and His Nice New Clothes*
- *Tuktu and the Big Kayak*
- *Tuktu and the Big Seal*
- *Tuktu and the Caribou Hunt*
- *Tuktu and the Clever Hands*
- *Tuktu and the Indoor Games*
- *Tuktu and the Magic Bow*
- *Tuktu and the Snow Palace*
- *Tuktu and the Ten Thousand Fishes*
- *Tuktu and the Trials of Strength*

Eskimo – Journey through Time
Possible Teaching Pattern

A People in Transition



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Indians of the Plains
Understanding Communities
China
Kings of Peru
The Greeks — Struggle for Excellence
Hamilton — An Industrial Community
Stone Age Man

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